

INSTRUCTION ON PHONOLOGICAL AWARENESS:
AN ALTERNATIVE MODEL FOR TEACHING
SPANISH-SPEAKING CHILDREN TO READ IN ENGLISH

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Abstract

Teaching phonological awareness (PA) to Spanish-speaking children can help them to develop literacy skills through the process of transforming print letters into sounds and manipulating phonemes from print into speech. Learning to read in English without being aware of the diverse sounds of the language can be an obstacle to acquiring a wide knowledge of its sound and alphabetic system. As a result, it can be a problem for the construction of words and sentences, for the comprehension of texts, and for the understanding of the language as a whole. That is why phonological awareness can be used as an approach that develops learners' skills in reading letters, blending letters, and recognizing unfamiliar words. Students who easily identify sounds and words can develop better reading fluency and comprehension skills. This thesis reviews research on how phonological awareness supports reading skills in the L1 and its impact on reading acquisition in the L2, the different views on two approaches for teaching L2 reading – namely, the look and say method and the phonic method – and the differences between both the English and Spanish sound systems. In addition to this, a series of lesson plans is designed to support teachers interested in incorporating the phonic method. The lessons focus on some vocalic and consonantal sound differences in English and Spanish, and they apply diverse resources to enhance phonological awareness and other important phonemic and alphabetic elements including rhyming words, initial and final phonemic distinction, letter combination, spelling, and syllables.

Dedication

I would like to thank my husband and my mother for their unconditional support, love, and motivation during this learning process. Without them this goal in my life would not have been accomplished successfully.

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Chapter 1: Introduction

I have taught in Colombia as an English foreign language (EFL) teacher and in the United States as a Spanish teacher for over eighteen years. Both experiences have given me the opportunity to reflect on a new way to teach English reading where English is learned as a foreign language, not as a second language.

In Colombia, where I currently work, English reading is taught in a driven way. That is to say, students listen, imitate, and repeat the pronunciation of words and sentences without any knowledge of the English sound system. This way of teaching students to read is known as the Look and Say method or the Whole Word approach, which is basically teaching children to recognize and read words as whole units rather than breaking the word down into individual letters (Rahmawati, 2019). Learning to read in English without being aware of the diverse sounds of the language can be an obstacle to acquiring a broad knowledge of its sound and alphabetic system. Consequently, it can be a problem for the construction of words and sentences, for the comprehension of texts, and for the understanding of the language as a whole. For instance, the most meaningful difference between the English and Spanish phonological systems lies in the number of vowels, diphthongs, and consonants. There are twelve pure vowels, eight diphthongs, and twenty-four consonants in the English system. In the Spanish language, however, there are five pure vowels, five diphthongs, and nineteen consonants (Uribe et al., 2019).

After witnessing how younger English speakers in the United States develop reading abilities by studying the English sounds, I have come to think that Spanish speakers, who learn

English as a foreign language, could expand their reading skills by developing abilities in hearing, identifying, and manipulating the English sound system. Teaching phonological awareness (PA) to foreign language learners can help them to develop decoding skills, to improve their word recognition, and to attain substantial competencies in English reading (Bedewy, 2020).

Due to the fact that Colombia is a country where English is not spoken as a primary language nor is it taught as a second language, EFL learners do not have English-language environments to develop literacy skills spontaneously. Therefore, the foundational skills, such as phonemic awareness and alphabetic principles, need to be explicitly taught to students who are learning to read in English (Shen, 2003). Kozminsky and Kozminsky (1995) suggested that phonological awareness training, prior to the acquisition of reading skills, is a fundamental element that contributes to decoding skills and helps the sound-symbol association in the students' reading process.

Consequently, this thesis presents a series of lesson plans that was designed to raise Spanish-speaking students' phonemic awareness of the English language and enhance their reading abilities. In particular, the lessons focus on sound differences in English and Spanish. The series of lesson plans consists of six lessons. The first three lessons focus on short and long vocalic sounds and the other three lessons focus on some English consonantal sounds that are different from Spanish, including *h*, *j*, and the *th* soft sound. These lessons also include the development of diverse activities according to rhyming words, initial and final phonemic distinction, letters and letter combinations, and syllables. This research encourages teachers to understand the importance of using phonological instruction in early years of school in English as a foreign language for the development of reading and writing skills of young English

language learners. In addition, teachers may learn the benefits of drawing on EFL students' reading competencies developed in the mother tongue (including the decoding of phonological symbols-letters) in order to enhance their reading development in regards to the acquisition of the English sound system. This project also gives the opportunity for teachers to develop new understandings of their students' EFL learning process and to engage them with a new approach to reading.

Chapter 2: Literature Review

In this chapter, I review the literature related to how young Spanish-speaking English learners approach English phonology. I begin with a discussion of what phonological awareness means, how phonemic awareness supports reading skills in the L1 and how it affects reading acquisition in the L2. Then, I provide viewpoints that contrast the look and say approach with a phonological awareness approach to teaching reading in English, especially to young learners who speak Spanish. Next, I explain the hypothesis of cross-linguistic influence and the differences between the sound systems of both English and Spanish. Finally, I conclude with an overview of some teaching strategies used to learn sounds.

Phonological Awareness and EFL Reading Skills

Bottari (2020) proposed that literacy is founded on three components: phonological awareness, phonemic awareness, and phonics. She clarified that phonological awareness and phonemic awareness are related to oral and auditory abilities and the sounds in a word. In contrast, phonics refers to the letters that the sounds represent. Bottari also explained that phonological awareness is the knowledge of how oral language is divided into small components and how these are manipulated. When a student is able to rhyme, blend small words, and break words apart into syllables, he or she is developing phonological awareness. According to Bedewy (2020), phonemic awareness relies on an individual's ability to hear, identify, and manipulate sounds (phonemes) from print into speech. This includes word recognition, which is

the process of transforming print letters into sounds. This process involves word identification, phonetic decoding, and comprehension. Since phonological ability is not a natural skill, EFL learners need to be trained on word recognition and comprehension. Hu (2019) claimed that to improve English reading proficiency it is necessary to explore different factors that promote English learning. Phonological awareness is a vital factor that develops language skills in reading, spelling, and speaking, among others. The author also affirmed that when students demonstrate phonological skills, it is due to the ability to familiarize the correspondence of graphemes with phonemes, which facilitates students' ability to read letters, blend letters, relate sounds to symbols, and identify unknown words. Students who recognize more sounds and words can develop better reading fluency and comprehension skills. Likewise, students who acquire higher levels of phonological awareness demonstrate good reading abilities and stronger spelling skills that help them to memorize more words (Bedewy, 2020; Yao 2001).

Huo & Wang (2017) argued that most EFL students face challenges in learning to read English fluently and comprehensively because exposure to the English language and its real-world context are limited. As a consequence, EFL learners need to acquire phonemic awareness and learn to associate sounds with their corresponding letter to form words in an explicit way in the classroom; when EFL learners are able to make associations between the sound and the print form, they enhance sight vocabulary learning and develop word decoding skills that facilitate reading processes. In their study, Kozminsky and Kozminsky suggested that phonological awareness training, prior to the acquisition of reading skills, is a fundamental element that contributes to decoding skills and helps the sound-symbol development in the students' reading ability. In the same manner, Gonzales and Tejelo (2015) stated that phonological awareness is one of the most relevant elements in reading development that focuses on the learner's ability to

identity and manipulate sounds. By studying the sounds of English, Spanish speakers, who learn English as a foreign language, could expand their reading skills by developing abilities in hearing, identifying, and manipulating the sound system of the English language.

Phonological Awarenesses vs. Look and Say Approach

Zielinska (2000) stated that there are two dominant methods of teaching reading in the primary language: the phonic method and the whole word or so-called look and say approach. The first method refers to the strategy of transforming letters into sounds. It demands decoding the phonic representation of a word and memorizing the graphic representation of that word. As a result, learners are able to get the meaning of words and read fluently and with understanding. In contrast, the look and say method provides students the opportunity to experience seeing and hearing words from an image or from flashcards that are read aloud a number of times every day. After learning a great number of words, these are replaced with new words. With the look and say method, no longer can children read a wide range of texts independently.

Phonics refers to a method of teaching a child to read and write that supports students' understanding of how phonemes (sounds) are associated with symbols (letters) in order to differentiate words, construct new words, and increase comprehension. According to Riveros and Orjuela (2015), communicative processes are significantly influenced by an individual's linguistic development, therefore, phonological instruction should be included in language development as it supports the required growth of abilities to communicate in the target language. In the same manner, in their study, Rokhman, Lintang Sari, and Widya (2020) argued that phonemic awareness is important for transforming letters into sounds, allowing students to

recognize words and comprehend their meanings. Consequently, in the case of EFL learners, understanding the English sound system supports the learning of target language words appropriately.

Jui-Chu (2014) highlighted how the relationship between phonological awareness, alphabet knowledge, and word decoding ability plays an important role in EFL learners' reading literacy and pronunciation due to the fact that English learners face several learning problems in English listening, speaking, reading, and writing skills.

On the other hand, Huo and Wang (2017) discussed the relatively weak effect phonological-based instruction and alphabetic principles have on EFL students' reading abilities, in comparison to the whole word reading approach. The authors argued that instruction based on phonological decoding skills is not effective on certain aspects such as lexical access and word recognition regarding the print form, and the limited exposure to oral and written English in the EFL context. Zielinska (2000) also highlighted that for children who are learning a foreign language, the phonetic approach is highly complex for them because they have to memorize the shape as well as the meaning of the word. The look and say method, on the other hand, is a method that helps EFL learners to make associations between the symbolic form of a word with its sound and the meaning of that word.

Additionally, Metsala and Ehri (1998) explained the recognition of the sounds of letters and how to blend them into pronunciations is sometimes a slower way of reading words than sight word reading. Reading by sight demands that the reader stores in his or her memory previous reading experiences. They wrote, "Sight of the written word activates its spelling,

pronunciation, and meaning immediately in memory, without any decoding steps required.” (p.8).

Both phonological awareness and the look and say approach have their pros and cons in EFL learners’ literacy acquisition. The look and say approach activates words more quickly when learners are repeatedly told the printed word, however, they do not develop the ability to read with fluency and understanding, build vocabulary, and gain the meaning of words they do not know yet by the recognition of sounds.

Cross-Linguistic Influence

Cárdenas-Hagan et al. (2007) indicated that cross-linguistic transfer occurs when learners of another language have access to and use the linguistic resources of their native language. Phonological knowledge and alphabetic principles are precursors for learning to read. Consequently, both aspects must be involved in the literacy acquisition for Spanish-speaking learners. In the same way, Durgunoglu & Öney (1997) mentioned that phonological awareness and word recognition are important in literacy development and are remarkably determined by the influence of the L1 in the early stage of reading and writing development

Regarding cross-linguistic influence, there are two different ways the L1 backgrounds and the strategies developed to read and write in the L1 literacy system may influence L2 reading. The first is positive transfer which occurs when those elements acquired in the L1 that are similar to those of the L2 are used to read in the L2. Negative transfer or interference, on the contrary, takes place when the techniques developed for reading and writing in the L1 differ from those developed in the L2 and slow the literacy process (Derakhshan and Karimi, 2015).

However, Raynolds, López, and Olivo (2016) also referred to Vernon and Ferreiro's (1999) idea that the structure of a learner's L1 is affected by the way he or she analyzes his or her L2. In other words, there are "interdependent relationships" between the primary language and the target language and a learner's literacy skills (2016, p.726). These relationships demonstrate that what is learned in one language is obtainable in the other language by building phonological awareness of both languages. It is not a simple "transfer"; it is a process that involves cognitive skills in both languages.

English and Spanish Sound Systems

The English and Spanish languages have significant similarities and differences regarding their phonological features, particularly the pronunciation of the sounds, and therefore, the reading and pronunciation of words (Velázquez, 2015).

Reyes and Martinez (2016) argued that learning a foreign language begins with the knowledge and pronunciation of words, what they mean, and how they come together to construct sentences and paragraphs. Correspondingly, You et al. (2005) reported that this knowledge occurs at different levels related to the acquisition of phonemic awareness and the development of orthography.

Burrows et al. (2019) noted that although both English and Spanish languages are Indo-European, their phonological systems are very different and variable. This means that Spanish-speaking students face complex processes when learning the English phonological system. The English phonemic vowel list is twice as long as the Spanish vowel list and the English phonemic

consonants are 25% more numerous than the Spanish phonemic repertoire (Stockwell & Bowen, 1965).

Uribe et al. (2019) explained that because the English sound system has unique sounds that are not common to Spanish, EFL learners read English words as they are written in accordance with the sound-letter combination related to their mother tongue. As an illustration, the Spanish-speaking learner's brain only recognizes five vowel sounds [a, e, i, o, u]; however, in English, there are twelve pure vowel sounds, eight diphthongs, and two triphthongs (Reyes and Martinez, 2016).

Raynolds et al. (2016) focused their study on the rhyme awareness skill for both English and Spanish-speaking learners as an initial ability to develop word recognition skills. The results obtained at the end of the study showed that, because of the differences between English and Spanish language, initial letter recognition skills are more predictive in the learning to read for Spanish-speaking children than rhyme awareness. This is due to the fact that “English and Spanish share most consonant sounds, including the stop sounds /p/, /t/, /k/, /b/, /d/, /g/, the nasals /m/, /n/, /ŋ/ (‘ng’), the fricatives /s/, /f/, the affricate /tʃ/ (‘ch’), the liquid /l/, the glides /w/, /j/, and the glottal /h/” (Raynolds et al., 2016, p.724).

Teaching Implications and Strategies to Use

In regards to teaching, Metsala and Ehri (1998) argued that in order to reach a high development in literacy acquisition, it is crucial to teach grapheme-phoneme knowledge (also called alphabetic knowledge) since learning to read and learning to spell in English are processes strongly interconnected with the meaning of the words. The authors divided the reading process

into two aspects. The first is deciphering the print and the second is comprehending that print. These two processes allow the learner to pay attention not only to the mechanism of reading but also to the meaning of the text in order to achieve reading skills. Accordingly, Reyes and Martinez (2016) suggested to Spanish-speaking English learners the use of different techniques that reinforce the pronunciation and meaning of words, the recognition of new words, and the identification of phonemes with their corresponding grapheme. These techniques are the discrimination of sounds, the retraining of the phonic apparatus as well as finding interrelationships and identifying the differences in sounds between both languages English and Spanish.

Hudson and Smith (2001) proposed a strategy to strengthen the type and quality of reading instruction for Spanish-speaking learners. This strategy consists of small-groups or individual instruction employing different tools and tasks that facilitate word recognition, sound discrimination, and letter manipulation, among others. They elaborated, “For instance, in a small group lesson during language arts instruction using magnetic letters to build decodable words from a story and manipulating the letters to make new words. For example, the child could manipulate letters to build cat and then to change cat to rat, change rat to mat, sat, fat, fan, and then to man” (n.p.). The authors affirmed that the adequate application of strategies strengthens the development of reading skills, such as phonemic awareness, concepts about print, understanding the alphabetic principle, decoding strategies, reading fluency, and comprehension strategies. Without these skills, the Spanish-speaking learner would not be able to comprehend and construct meaning which is the objective of reading.

A report conducted by Cambridge University (2020) suggested the use of chants, songs, poetry, and games, all of which offer potential practice in manipulating sounds and building

phonemic awareness. It is not recommended to include written language for very young learners because they do not have enough lexical knowledge in the English language. Furthermore, the article argued that “EFL learners should learn each letter by its sound, not its name” (ibid., p. 13). As an illustration of this, the article detailed that the letter “a” should be called /æ/ (as in ant), not /ei/ (as in aim). The names of the letters should be learned later. It also recommended that letters should be taught by group (s, a, t, i, n, b, d, p) in order to introduce new schemes like the three-letter word. “For instance, children are taught how to write the sound /ei/ through the spelling -ai- (as in train), and then the alternative spelling -a-e (gate) and -ay (day) follow later” (ibid., p. 13).

Conclusion

This chapter reviewed the literature on how young Spanish-speakers can approach the English sound system through the phonological awareness method and how it supports the reading process in English. Phonological awareness provides tools based on word recognition and alphabet principles that EFL learners can use to make associations between the sound and the print form, construct new vocabulary, break words apart into syllables, and develop comprehension skills. Additionally, there is a factor that meaningfully influences the literacy acquisition for Spanish-speaking learners: it is cross-linguistic transfer. When second language learners want to write and read, they tend to use their L1 language structures. Therefore, bearing in mind the differences and similarities between the Spanish and the English language sound systems, EFL learners can work on specific phonological differences and challenges to achieve a successful literacy development. Still, studies have pointed to drawbacks to the phonemic

awareness approach, so the look and say approach can remain a learning option in the reading process of Spanish-speaking students since this method can activate words in the learners' brain acquired from previous reading experiences.

Chapter 3: Project Design

In this chapter, I begin by explaining the rationale for proposing an alternative model for teaching reading in English as a foreign language to Spanish-speaking children. This alternative model develops and raises EFL learners' phonological awareness based on the English sound system. Then, I describe a series of six lesson plans that were developed to illustrate what it would look like to teach phonemic reading, in English, to Spanish-speaking children.

Gonzales and Tejelo (2015) stated that phonological awareness is one of the most relevant elements in reading development that focuses on the learner's ability to identify and manipulate sounds. By studying the sounds of English, Spanish speakers, who learn English as a foreign language, could expand their reading skills by developing abilities in hearing, identifying, and manipulating the sound system of the English language. In line with this argument, I present a series of lesson plans, regarding English vowels and consonant sounds, that support Spanish-speaking students' reading acquisition in the target language using a set of phonological resources. Pérez (2005) explained when students learn sounds that are not used in their own language, they commonly perceive those phones in their primary language; consequently, it is necessary to find conditions in which learners develop abilities to differentiate the new sounds.

This project offers a series of six lesson plans, which focus on sounds that are present in English but not in Spanish. The first three lessons are focused on *a*, *i*, and *u*, short and long vocalic sounds, and the other three lessons are focused on some English consonantal phonemes

that are different from Spanish, including *h*, *j*, and the *th* soft sound. Each lesson contains a specific task related to rhyming words, initial and final phonemic distinction, letters and letter combinations, and syllables. You et al. (2005) affirmed that when a Spanish-speaking learner listens to an English word, he or she tends to imitate and repeat it under the influence and knowledge of his or her primary language. However, Gorman and Kester (n.d.) have argued that when EFL learners have digested the phonological English system, they will be able to transfer what they know about Spanish to English. As a result, Spanish-speaking learners will comprehend why some sounds in the English system are difficult to perceive and produce. That is why this project helps Spanish-speaking children work on particular phonemes of a word, recognize initial and final sounds in a word, manipulate sounds, segment words into syllables, and find similar phonemes between two or more words supported by different activities such as videos, songs, flashcards, tongue twisters, short written texts, and games.

As they participate in this series of lessons, Spanish-speaking children will become aware of the importance of acquiring alphabet knowledge by identifying the names of the letters and making associations between the letters and their sounds, and by spelling words. Learners also are exposed to a great number of words that will help them to increase their vocabulary building. And finally, EFL learners will enhance their phonological awareness skills using rhyming activities.

In his study, Jui-Chu (2014) argued that there is a crucial link between phonological awareness and alphabetic literacy since both elements reinforce early reading literacy and spelling abilities. “Knowledge of the alphabet refers to one’s ability to name letters and their corresponding sounds” (2014, p.9). Jui-Chu also stated that letter-name knowledge is fundamental for learning to read, while letter-sound knowledge is a prerequisite for acquiring the

alphabetic principles. Under those circumstances, each lesson invites students to make frequent connections between letters and their sounds to form words, construct sentences, and then understand the meaning of a text; thus, the alphabetic principles promote the accurate pronunciation of words that help Spanish-speaking children to improve their reading skills and communicative ability.

Vocabulary plays an essential part in learning to read since it is a key to reading comprehension. Learners cannot comprehend what they are reading without having knowledge of what most of the words mean. Accordingly, Antunez (2002) recommended explicitly teaching vocabulary words, their meaning, and their pronunciation to English learners while teaching phonemic awareness. Spanish-speaking children respond positively to activities that increase vocabulary acquisition, such as games, videos, songs, flashcards, unscramble words, and sentence completion. These types of activities are included throughout the six lesson plans.

Recognizing rhyming words both requires and develops a basic level of phonemic awareness. In the series of lessons, I use rhyming words to enrich and amplify word recognition and sound manipulation as well as the knowledge of certain patterns and structures in both spoken and written language that develop reading skills. Raynolds, López-Velásquez, and Olivo (2016) suggested that the acquisition of phonological awareness skills should begin with the recognition of rhymes, such as “fox” and “box”, “spoon” and “moon”, among many others, and in this way, children can develop metalinguistic awareness of the smaller phonological parts of words that are important in reading to blend sounds together, and in writing to segment sounds to spell.

Ultimately, this project provides a set of lesson plans based on phonological instruction to support EFL learners’ literacy development and the acquisition of basic knowledge in the

alphabetical English system regarding vocalic and consonantal sounds. Hence, every lesson contains objectives, content, methods, activities, and resources to meet English learners' needs and enhance their phonological awareness in reading and comprehension skills.

Chapter 4: The Project

The present project involves the design of a series of lesson plans to help English foreign language (EFL) learners become aware of the English phonological system so that they are able to achieve meaningful literacy development through an alternative reading acquisition model. Huo and Wang (2017) argued that learning to read in English is challenging for EFL students because their exposure to oral and written English is limited in most EFL contexts; EFL learners do not have access to natural English language environments in which to develop and enhance literacy skills spontaneously. That is why phonemic awareness and alphabetic principles need to be explicitly taught in the classroom since this is the only opportunity for the EFL learner to make associations between the sound and the print form, and where the student can enhance sight vocabulary learning and develop word decoding skills that facilitate the reading processes.

The expectation of this series of lessons is that both EFL teachers and students can enhance the teaching/learning literacy processes in the target language through learning its sound system by using different phonological resources. The series consists of six lesson plans, which aim to illustrate how teachers might incorporate phonemic awareness and phonics when teaching EFL reading. Each lesson offers a variety of resources including audiovisual tasks, videos, interactive games, PowerPoint presentations, flashcards, short readings, listening tasks, and worksheets. Pérez (2005) explained that when students learn sounds that are not used in their own language, they commonly perceive those phonemes in their primary language.

Consequently, it is necessary to find conditions in which learners can develop the ability to differentiate the new sounds.

Each lesson plan is designed using a simple and short template divided into four main parts. The first section relates to the lesson objectives, subcompetences, and materials. The second section refers to how the goals and subcompetences will be developed and how students will interact during the tasks proposed. Generally, this stage begins with a **warm-up** (ice breaker) activity associated with English letter sounds. Then, there is also **content**. This is the part where the teacher informs and explains information, attracts students' attention, constructs knowledge, makes the differentiation between the Spanish and English sound systems, and uses learning videos to support students' learning and comprehension. After that, there is a section called "**Skill instruction**" where the teacher gives directions and models the activities that students have to complete, using the knowledge they gained through the previous task. Next, there is a **practice session** where students will demonstrate their understanding by engaging in activities such as pair work, small-group work, or whole-group work. During these tasks, the teacher gives constant **feedback** by monitoring students' assignments, asking questions, clarifying doubts, and solving problems, among other important interventions. Next, the **extension activity** is when students have some more time to reinforce the sounds they have practiced and developed throughout the whole lesson. Finally, the teacher **assesses** students' learning using the formative assessment.

Lessons Plans

The first three lessons are designed for students to work on the English vocalic short and long *a*, *i*, and *u* sounds. And the other three lessons are dedicated to the English consonant sounds of *h*, *j*, and *th*. For the sake of space, I will describe two of the six lesson plans in detail here in Chapter 4, one vowel and one consonant lesson, the short and long *a* and *j* sound respectively. The other plans may be found in the Appendix.

Teaching vowel sounds: Lesson Plan 1

The first lesson plan refers to the short and long *a* sounds (Figure 4.1).

Lesson Plan 1 -Short “a” and Long “a” sounds-
Main aim: Students will be able to recognize and pronounce “ short a ” and “ long a ” sounds using different audiovisual resources and completing spoken and written tasks.
Subcompetences: -To associate words with concepts, illustrations and objects around him or her. -To identify and imitate word patterns and simple structures in written texts. -To understand short instructions. -To identify vocabulary in audiovisual texts. -To spell some words and name them in English.
Resources: -Websites -Videos -Flashcards -Worksheets -Chromebooks -Whiteboard -Pieces of paper

Stage	Procedure	Time 120min
Warm up (Ice breaker)	<p>The teacher will explain to students that there are short and long vowel sounds in English. Then, a video will be presented.</p> <p>The teacher will invite students to repeat the words and spell them.</p> <p>YouTube: “The Vowel Song: Long and Short Vowel Sounds”</p> <p>Finally, the teacher will say words related to the classroom objects and vocabulary posted around the classroom that include long and short vowel sounds in order for students to find them or point them out.</p>	10
Content	<p>The teacher will explain the “short a” and “long a” sounds using two different videos.</p> <p>-Short “a” video: YouTube: “Short Vowel Letter a”</p> <p>-Long “a” video: YouTube: “Long Vowel Letter a - ai/a-e/ay”</p> <p>The teacher will stop the video after each word in order to invite students to repeat the words.</p> <p>Then, the teacher will place a set of flashcards about short and long “a” face down. Some students will be invited to pick up one in order to read it and say if it is a short “a” or a long “a”. Slideshow (Flashcards): “Short and long a” (Appendix A)</p>	20
Skill instruction	<p>The teacher will draw a chart on the board. The chart will have two columns. One side for “short a” and the other one for “long a”.</p> <p>The teacher will encourage students to place the flashcards (from the previous task) in the right column. Slideshow (Flashcards): “Short and long a” (Appendix A)</p>	15

Practice (Pair share)	Pair work: Students will receive a worksheet about short and long “a” sound. In pairs, students will read, cut, and paste words in the corresponding column. Worksheet: “Short and long a” (Appendix B) Teacher will walk around the class to monitor the activity by asking questions, for example asking for word repetition, among others.	15
Practice (Small-group task)	Regarding the previous vocabulary (taken from the flashcards and the worksheet), the teacher will motivate some students to write simple and short sentences using some vocabulary. -The class will be divided into small groups. Every group will have one piece of paper and a pencil. -The teacher will assign one word to each group. -Each group will write a short sentence using a short or long “a” timed by the teacher. Writing task sample about short and long “a” . (Appendix C) -When the time is out, students must stop writing. One student from each group will write their sentences to be checked and corrected for the rest of the class.	15
Feedback	The teacher will give students a final observation about their writing task in order to improve their abilities in short and long “a” sound.	5
Extension Activity (Individual work)	The students will use their Chromebooks to play some games in order to practice “long a” and “short a” sound. Game 1: “Vowel sound sort - short and long a” Game 2: “Words Beginning With the Letter A” Game 3: “Long vowel A and short vowel A”	15

Assessment	The teacher will call out each student to show his or her a pair of cards related to “long a” and “short a “. The student will say each card correctly.	20
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Figure 4.1 Lesson plan 1 – Short a and Long a Sounds-

As mentioned previously, the first part of the lesson contains the main objective, the subcompetences, and the required resources. The aim of **Lesson Plan 1** is to recognize and pronounce the short *a* and long *a* sounds using different audiovisual resources and completing spoken and written tasks. Then, the section describes the stage and the procedures, and provides an estimated time for each activity. This section is divided into six subsections. The first subsection is the **Warm up** which consists of a video (taken from YouTube) that overviews the English short and long vowel sounds. This task allows the teacher to explain to students the difference between English vocalic sounds and Spanish vocalic sounds (Figure 4.2). According to Reyes and Martínez (2016), the Spanish-speaking learner’s brain only recognizes five vowel sounds [a, e, i, o, u]; however, in English, there are twelve pure vowel sounds, eight diphthongs, and two triphthongs.

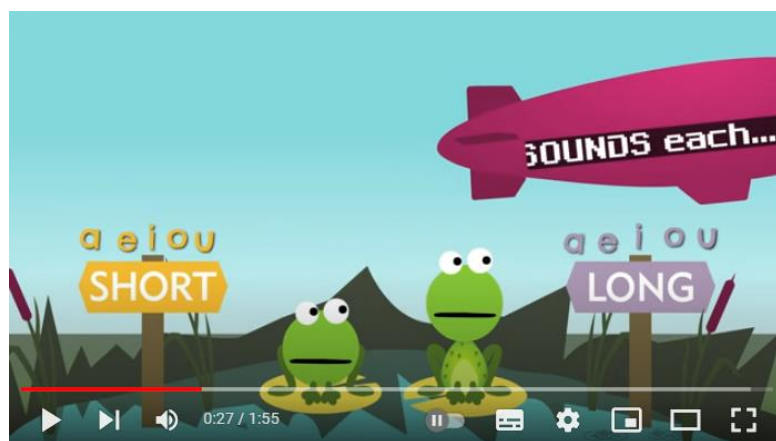


Figure 4.2 Lesson plan 1 Warm up – Short a and Long a Sounds-

The second subsection is the **Content**. During this stage of the lesson, the teacher helps students to understand the short *a* sound and long *a* sound by watching YouTube videos and examples (See Figures 4.3 and 4.4). After that, the teacher supports students' comprehension using flashcards focused on short and long *a* sounds (See Appendix A).



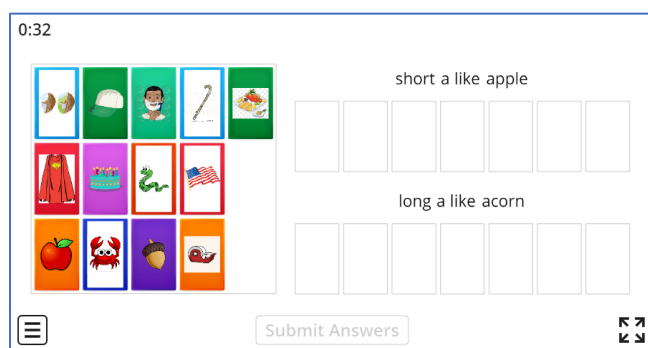
Figure 4.3 Lesson Plan 1 Content– Short a Sound –



Figure 4.4 Lesson Plan 1 Content –Long a Sound-

The third subsection is the **Instruction skill**. It is where the teacher illustrates and models the practices that students need to apply in order to demonstrate their understanding of the short and long *a* sounds. This subsection is linked to the **Practice** subsection that is broken into two parts: pair work and small-group work. Each of these assignments has specific roles. In the pair work task (See Appendix B), students complete a worksheet to discriminate both short and long *a* sounds by cutting and pasting the word/sound in the corresponding column. And, in the small-group work (See Appendix C), students write down short and simple sentences using the words done in the previous pair task.

The fifth subsection involves **Feedback**, through which the teacher reinforces students' performance in a task to enhance their skills and practices. Then, in **the Extension activity**, tasks have been added to give students some more time to practice the *a* sounds on their own. This subsection includes games taken from different online interactive resources (See Figure 4.5).



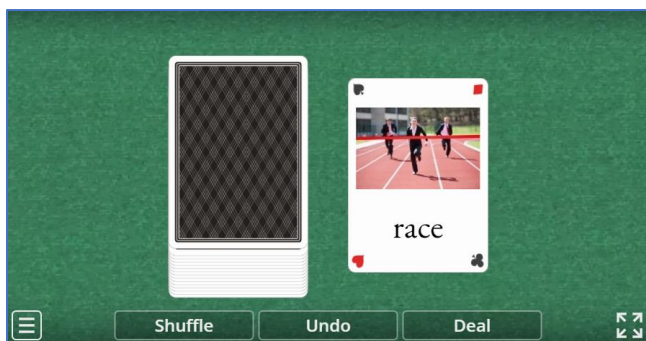


Figure 4.5 Lesson Plan 1 Extension Activity –Games

The last subsection regards the **Assessment** used by the teacher to reaffirm, measure, or evaluate the students' learning progress in the acquisition of the English sound system, specifically the short and long *a*. In this case, the teacher will use the vocabulary shared throughout the lesson.

Teaching consonant sounds: Lesson Plan 6

Three lesson plans that focus on consonants have been designed to study how the English *h*, *j*, and *th* consonant sounds differ from those in Spanish. Burrows et al. (2019) reported that although both English and Spanish languages are Indo-European, their phonological systems are very different and variable, suggesting that learning English phonology for L1 Spanish-speaking

children is more complex. The English phonemic vowel list is twice as long as the Spanish vowel list and the English phonemic consonants are 25% more numerous than the Spanish phonemic consonants (Stockwell & Bowen, 1965).

The English consonant sounds of *h*, *j*, and *th* are addressed through a set of audiovisual materials, songs, stories, flashcards, worksheets, and vocabulary games to help Spanish-speaking learners understand how these consonants sound different in both languages and how to prevent their native language sound system from interfering with the production of the new language.

In the same manner that vowel sound lessons were developed, consonant sound lessons follow the same planning template; consequently, the sections and subsections have the same structure. As an illustration, the first consonant lesson plan is related to the *j* sound (Figure 4.6).

<p style="text-align: center;">Lesson Plan 6 -Consonant J-</p>
<p>Main aim: Students will be able to recognize and pronounce “the consonant J” sound using different audiovisual resources and completing a listening task.</p>
<p>Subcompetences:</p> <ul style="list-style-type: none"> -To associate words with concepts, illustrations and objects around him or her. -To identify and imitate word patterns and simple structures in written texts. -To understand short instructions. -To identify vocabulary in audiovisual texts. -To spell some words and name them in English. -To understand short and simple listening tasks.

Resources: -Websites -Power Point Presentation -Worksheets -Chromebooks -Videos -Audio recording		
Stage	Procedure	Time 120min
Warm up (ice breaker)	<p>The teacher will explain to students that there are words that rhyme with others such as: fox and box, boat and coat, cat and bat, among others. Then, a video will be presented.</p> <p>The teacher will invite students to repeat the words and follow the video directions.</p> <p>YouTube: “The Rhyming Words Game Rhyming Song for Kids Reading & Writing Skills Jack Hartmann”</p> <p>Finally, the teacher will present some slides where the students will guess what rhyming word relies on the word that will be shown.</p> <p>Slideshow: Flashcards-Guessing game- (Appendix D)</p>	15
Content	<p>Students will watch a video about the “J” sound in English. Then, the teacher will explain to students the difference between the “J” sound in both Spanish and English languages and make some contrast sounds.</p> <p>Finally, students will watch the video again in order to identify the new sound and repeat it several times using the vocabulary done.</p> <p>YouTube: “The Letter J Song - Learn the Alphabet”</p>	10

Skill instruction	Listening task: -Each student will have a worksheet called “Listening” related to a story named “Letter J- “Jon Jumps Into a Jar (Appendix E) -Students will preview the paper and the teacher will ask them questions about what they observe. -The teacher will play twice the listening . The first time, the teacher will encourage students to listen carefully and try to get the main idea. The second time, students will complete the activities done in the worksheet.	10
Practice (Whole group) (Individual work)	Students will listen carefully to the audio and preview the worksheet. ** video converted to audio: YouTube: Reading Fun - Letter J: "Jon Jumps Into A Jar" by Alyssa Liang Audio converted #1 (story) Then, the students will listen again to complete the exercises 1 and 2. There, the students will write the names in the corresponding picture. Next, the students will listen again to complete the exercise 3 for the information about objects. They will match the name of each kid with his or her object. Finally, students will listen to another audio in order to complete the exercise 4. The students will listen, read, repeat, and write the word heard. Audio converted #2 (vocabulary)	5 15 10
Feedback	The teacher will project the worksheet on the board and invite students to share their answers.	15

Extension Activity (individual work)	<p>The students will use their Chromebooks to play some games in order to practice the “J” sound and rhyming.</p> <p>Game 1: Practice Letter J and Its Sound</p> <p>Game 2: “Words Beginning With the Letter J”</p> <p>Game 3: “Phonics Phase 3 j Sound Game in the Phonics Factory”</p> <p>Rhyming games:</p> <p>Game 4: “Rhyme Time”</p> <p>Game 5: “Words That Rhyme”</p>	25
Assessment	<p>The teacher will invite students to read some words regarding the “J” sound. Slideshow: Flashcards (Appendix F)</p>	20

Figure 4.6 Lesson plan 6

The **Warm-up** relates to a rhyming activity using a YouTube video (Figure 4.7). The purpose of this task regards how it helps Spanish-speaking learners to connect the meaning of language to its form and to develop conscious awareness of the foreign language's parts and how they combine. In addition to this, a guessing game using flashcards is proposed so students may keep practicing the rhyming words (See Appendix D).



Figure 4.7 Lesson Plan 6-Warm up: Rhyming words

The **content** subsection provides an explanation about the *j* sound and how it differs from the Spanish *j* sound. This description is based on a YouTube video. Students listen to and repeat the *j* sound in English (Figure 4.8).



Figure 4.8 Lesson Plan 6-Content: letter J

Next, the **skill instruction** and the **practice** subsections are developed using a listening activity taken from a YouTube video converted to an audio recording (Figure 4.9). Students carry out a set of tasks to understand and apply the concepts learned in the content subsection (See Appendix E).



Figure 4.9 Lesson Plan 6-Instruction skill and Practice: Listening task

Finally, the subsections **extension activity** and **assessment** support and measure the students' progress respectively (Figure 4.10).



Figure 4.10 Lesson Plan 6- Extension Activity: Games

Remaining lesson plans

Finally, the remaining vowel and consonant lesson plans are presented below in Figures 4.11, 4.12, 4.13, and 4.14.

Lesson Plan 2 -Short i and Long i sound-		
Main aim: Students will be able to identify and pronounce “ short i ” and “ long i ” sounds using different audiovisual resources including reading, speaking, and writing activities.		
Subcompetences: -To associate words with concepts, illustrations and objects around him or her. -To identify and imitate words, patterns and simple structures in written texts. -To understand short instructions. -To identify vocabulary in audiovisual texts. -To demonstrate comprehension throughout a reading.		
Resources: -Websites -Power Point Presentation -Worksheets -Chromebooks -Classroom objects -Pieces of paper		
Stage	Procedure	Time 120min
Warm up (ice breaker)	Students will watch a video about how syllables in English are divided differently from the Spanish way. Students also will try to follow the video instructions. YouTube: “Clap It Out - Learn Syllables”	10

Content	<p>The teacher will explain the “short i” and “long i” sound using two different videos.</p> <p>-Short “i” video: “Short Vowel Letter i”</p> <p>-Long “i” video: “Long Vowel Letter i - ie/i-e/igh/y”</p> <p>The teacher will stop the video after each word in order to invite students to repeat the words. Then, the teacher will encourage students to recall other words with both sounds “short and long i”.</p>	10
Skill instruction	<p>The teacher will present some slides with sentences related to “short and long i” on the board. The teacher will read and invite students to go to the board to circle “short i” and “long i”.</p> <p>Slideshow: Read and circle (Appendix G)</p>	15
Practice (Individual work)	<p>-Each student will receive a worksheet with a reading. (Appendix H)</p> <p>-The student will read the passage. Then, he or she will circle the words that correspond to the short i sound in red and circle those that correspond to the long i sound in blue.</p> <p>-Next, each student will read five sentences according to the passage done. He or she will select TRUE or FALSE to show comprehension.</p> <p>-Finally, each student will draw a picture about the reading.</p> <p>The teacher will walk around the class to monitor the activity by asking questions and resolving doubts.</p>	30

Practice (pair-share)	Regarding the previous task, the teacher will submit another worksheet with some unscramble words taken from the reading. (Appendix I) In pairs, students will: -Unscramble and draw the words. -Complete the sentences.	15
Feedback	The teacher will give students a final observation about their writing task.	5
Extension Activity (individual work)	The students will use their Chromebooks to play some games in order to practice “long i” and “short i” sounds and syllables. Game 1: Alphabats-Syllables Game 2: “From Short Vowel I to Long Vowel I” Game 3: “Short I Letterfall”	15
Assessment	The teacher will call out each student. Then, the teacher will pronounce some short and long i sounds in order for the student to say what sound it belongs to.	20

Figure 4.11 Lesson Plan 2: Short and Long i sound

Lesson Plan 3 -Short u and Long u sounds-
Main aim: Students will be able to recognize and pronounce “ short u ” and “ long u ” sounds using different audiovisual resources and completing a story and a chant comprehension task.

Subcompetences: -To associate words with concepts, illustrations and objects around him or her. -To identify and imitate words patterns and simple structures in written texts. -To understand short instructions. -To identify vocabulary in audiovisual texts. -To spell some words and name them in English. -To understand short and simple readings and chants.		
Resources: -Websites -Power Point Presentation -Worksheets -Chromebooks -Videos		
Stage	Procedure	Time 120min
Warm up (ice breaker)	Students will watch a chant about the alphabet in English. The teacher will motivate students to repeat the alphabet and the sentences done. YouTube: “ABC Chant 🎵 Songs for Kids 👶 English for Preschoolers Lingokids”	15
Content	The teacher will explain to students the “ short u ” and “ long u ” sounds using two different videos. -Short “u” video: YouTube: “Short Vowel Letter u” -Long “u” video: YouTube: “Long Vowel Letter u - ue/u-e/ew” The teacher will stop the video after each word in order to invite students to repeat them. Finally, the teacher will encourage students to recall the words they remember about the videos and write some of those words on the board.	20

Skill instruction	<p>The students will watch a pair of videos about both sounds “short and long u”. One is a story using the “short u” and the other one is a chant about “long u”. Then, the teacher will assign to students two different tasks, respectively, in order to practice both sounds and comprehension.</p> <p>-A story with the short u: YouTube: “Phonics Story U - English Story”</p> <p>-A chant with the long u: YouTube: “Phonics Long Vowel u (CVCe) Chant”</p>	10
Practice Short “u” sound	<p>*Whole group: Students will watch a story focused on the short “u” sound. YouTube: “Phonics Story U - English Story”</p> <p>The teacher will stop the video for checking comprehension and motivating students to repeat words and sentences.</p> <p>*Individual work: The teacher will give each student a worksheet to complete different tasks about the story done. (Appendix J) The teacher will walk around the class to monitor the activity by asking questions, clarifying doubts, among others.</p>	20

Practice Long “u” sound	<p>*Whole group:</p> <p>Students will watch a chant based on the long “u” sound. YouTube: “Phonics Long Vowel u (CVCe) Chant” The teacher will stop the video for checking comprehension and word repetition.</p> <p>*Individual work:</p> <p>The teacher will give each student a worksheet to complete some tasks about the chant done. (Appendix K)</p> <p>The teacher will walk around the class to monitor the activity by asking questions, clarifying doubts, among others.</p>	25
Feedback	The teacher will give students a final observation about their comprehension task in order to enhance their abilities in short and long “u” sound.	20
Extension Activity (individual work)	<p>The students will use their Chromebooks to play some games in order to practice “long u” and “short u “sound.</p> <p>Game 1: “Make a word with long u” Game 2: “Short U Match-Up” Game 3: “Unit 2 Week 2 Short u, Long u, High-Frequency”</p>	15
Assessment	The teacher will call out each student to show his or her a pair of cards related to “long u” and “short u “. The student will say each card correctly.	20

Figure 4.12 Lesson Plan 3: Short and Long u sound

Lesson Plan 4 -Consonant H-		
Main aim: Students will be able to recognize and pronounce “ the consonant H ” sound using different audiovisual resources and completing comprehension tasks.		
Subcompetences: -To associate words with concepts, illustrations and objects around him or her. -To identify and imitate words patterns and simple structures in written texts. -To understand short instructions. -To identify vocabulary in audiovisual texts. -To spell some words and name them in English. -To understand short and simple readings and chants.		
Resources: -Websites -Power Point Presentation -Worksheets -Chromebooks -Videos -White board/dry markers		
Stage	Procedure	Time 120min
Warm up (ice breaker)	Students will watch a video about the alphabet sounds in English. After watching the video, students will recall some words, find some initial sounds, and segment some of them. YouTube: "The ABC Song for Children Phonics"	15

Content	<p>Students will watch a video about the “H” sound in English. Then, the teacher will explain to students the difference between the “H” sound in both Spanish and English languages. Finally, students will watch the video again in order to identify the new sound and repeat it several times using the vocabulary done in the video.</p> <p>YouTube: “The Letter H Song - Learn the Alphabet”</p>	15
Skill instruction	<p>The students will watch a video about the “H” sound in English. First, they will preview and listen. Then, students will watch it again to write a list of the “H” words in their white boards. Finally, students will carry out a set of activities focused on that sound.</p>	10
Practice (Whole group)	<p>Students will watch an animated song related to the “h” sound.</p> <p>YouTube: “Letter Hh New Phonics Songs Little Fox Animated Songs for Kids”</p>	10
Practice (Individual work)	<p>The teacher will stop the video checking for comprehension and encouraging students to repeat words and sentences.</p> <p>Then, the teacher will give each student a whiteboard to write down words with the “h” sound while watching the song again.</p> <p>Finally, the teacher will invite some students to read the words they got from the video.</p>	20
Practice (Whole group)	<p>The teacher will show some flashcards about the “h” sound. The students will repeat them. Next, the teacher will take out a flashcard from the</p>	10

	<p>vocabulary done in order for students to guess the missing word.</p> <p>Slideshow: Flashcards (Appendix L)</p>	
<p>Practice (Pair work)</p>	<p>After that, students will work by pairs in a worksheet regarding the previous activity. (Appendix M)</p> <p>The students will have to circle the word that corresponds to the “h” sound.</p>	10
<p>Practice (small-group work)</p>	<p>Finally, in small groups of four students, they will write simple short sentences using the words from the worksheet.</p>	10
<p>Feedback</p>	<p>The teacher will give students a final observation about the whole work proposed.</p>	5
<p>Extension Activity (individual work)</p>	<p>The students will use their Chromebooks to play some games in order to practice the “H” sound.</p> <p>Game 1: “Practice the Letters: Small h”</p> <p>Game 2: “Words Beginning With the Letter H”</p> <p>Game 3: “Phonics Phase 2 h Sound Game in the Phonics Factory”</p>	15
<p>Assessment</p>	<p>The teacher will invite students to read some tongue twisters regarding the “h” sound. (Appendix N)</p>	10

Figure 4.13 Lesson Plan 4: Consonant H

Lesson Plan 5 -Consonant TH-		
Main aim: Students will be able to recognize and pronounce the “ soft consonant TH ” sound using different audiovisual resources and completing vocabulary tasks.		
Subcompetences: -To associate words with concepts, illustrations and objects around him or her. -To identify and imitate words patterns and simple structures in written texts. -To understand short instructions. -To identify vocabulary in audiovisual texts. -To spell some words and name them in English. -To understand short and simple readings and chants.		
Resources: -Websites -Power Point Presentation -Worksheets -Chromebooks -Videos -White board/dry markers -Dice		
Stage	Procedure	Time 120min
Warm up (ice breaker)	The whole class will be divided into small groups. Students will watch a video where they will guess what letter is talking. A participant for each group will say the name of the letter. The team that obtains more points will be the winner. YouTube: "Name That Letter" from Letter Sounds by Rock 'N Learn	15

Content	<p>The teacher will explain to students a sound that does not exist in Spanish. It is “th” soft sound. Then, students will watch a video about “TH” soft sound in English twice to identify the new sound and repeat the words several times</p> <p>YouTube: “Digraphs Let's Learn About the Digraph th Phonics Song for Kids Jack Hartmann”</p> <p>After that, the teacher will read a short and funny story about how both “T” and “H” sound stuck together.</p> <p>Story: “Digraph Stories for Kids: TH”</p>	20
Skill instruction	<p>The students will watch a video about the soft “TH” sound in contrast with the hard “TH” sound. First, they will preview and listen. Then, students will watch it again to brainstorm a list of the soft “TH” words on their white boards. Next, students will carry out a set of activities focused on that sound.</p>	15
Practice (Whole group)	<p>Students will watch an animated chant related to the “th” sounds.</p> <p>YouTube: “th (voiceless) th (voiced) -3 Sound Different Reader They Live in the South Go Phonics 4A Unit 5”</p> <p>The teacher will stop the video for checking comprehension and encouraging students to select the words that contain the soft “TH” sound.</p>	10
Practice (Individual work)	<p>The teacher will give each student a whiteboard to write down words with the soft “Th” sound while watching the chant again.</p> <p>Finally, the teacher will invite some students to read the words they remember from the video.</p>	10

Practice (Pair work)	The teacher will give students a piece of paper and a dice to encourage them to read some simple sentences with the soft “TH” sound. Worksheet-Reading sentences (Appendix Q)	10
Feedback	The teacher will give students a final observation about the entire work proposed.	20
Practice (individual work)	The students will use their Chromebooks to play some games and try some tongue twisters.in order to practice the “TH” sound. Game 1: “th Sound Practice” Game 2: “Explore Words With Consonant Digraphs - th” Tongue Twisters: “Tongue twisters for TH sound”	15
Assessment	The teacher will invite students to read some words regarding the soft “th” sound.	20

Figure 4.14 Lesson Plan 5: Consonant TH

Chapter 5: Conclusion

In my home country Colombia, English is taught as a foreign language, not as a second language, which means that Spanish-speaking learners do not have enough English-language environments to develop language skills – such as speaking, listening, reading, and writing – spontaneously. As an EFL teacher of eighteen years, I have taught my students to read and write in English using methodologies based on grammatical rules, repetition, and imitation of words and sentences without being aware of the English language sound system, word recognition, phoneme manipulation, and alphabetic principles. Consequently, reading and comprehending a text is difficult for my students because the brain of Spanish-speaking learners tends to transfer the sounds of their mother tongue to the target language. Nevertheless, after living the experience of teaching in the United States for two and a half years, I learned how native English-speaking students learn to read and write in their primary language, through the phonological awareness approach.

While researching how phonological awareness supports reading skills in the L1 and how it affects reading acquisition in the L2, I learned, in depth, some meaningful aspects of the literacy learning process in an EFL environment. These are as follows: a) the English language has unique sounds that are not common to Spanish, and EFL learners read English words as they are written in accordance with the sound-letter relationship of their mother tongue; b) because of cross-linguistic transfer, learners may use the strategies developed to read and write in their L1 when they read and write in their L2; c) it is important to promote techniques and tools that

permit Spanish-speaking learners to develop phonological skills in the target language; and d) a successful approach to reading instruction may involve other methods, different from phonological awareness, that help EFL learners acquire reading and writing skills, methods which provide students the opportunity to experience seeing and hearing words as a unit from images or flashcards that are read aloud a number of times every day.

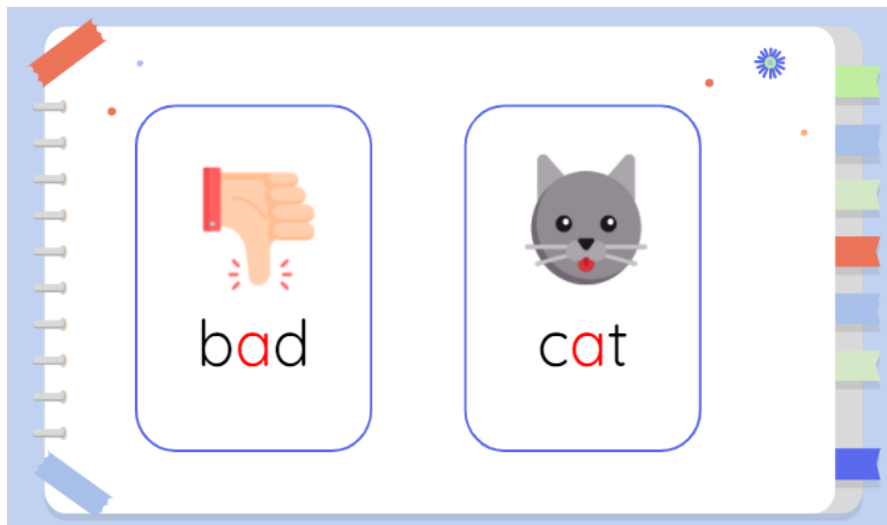
Based on this research, and bearing in mind that EFL learners in my home country do not have many opportunities to develop literacy skills as native speaking children do, I have designed a series of lesson plans, where Spanish-speaking children can enhance and raise their literacy skills in the classroom through the application of diverse resources focused on phonological awareness. Specifically, they will be able to identify English vocalic and consonantal sounds, such as short and long *a*, *i*, and *u* sounds and some consonant sounds that are different from Spanish, including *h*, *j*, and the *th* soft sound. The EFL learners can also practice other elements of phonemic awareness related to rhyming words, initial and final phonemic distinction, letter combination, spelling, and syllables.

I hope that the series of lesson plans I designed give EFL teachers tools to develop phonological instruction for the development of reading and writing skills of early year English language learners. I hope their students can take advantage of the resources and activities offered to achieve meaningful literacy development through an alternative reading acquisition model. For these reasons, the lesson plans employed a variety of audiovisual tasks, videos, interactive games, PowerPoint presentations, flashcards, short readings, listening tasks, and worksheets. Ultimately, these lessons are designed for EFL teachers as a guide and as pedagogical support, so they can apply, verify, assess, and give feedback on their EFL learners' reading acquisition

through phonological awareness. In the same manner, the lesson plans contribute to the development of phonological awareness abilities of the Spanish-speaking children's literacy process.

Appendices

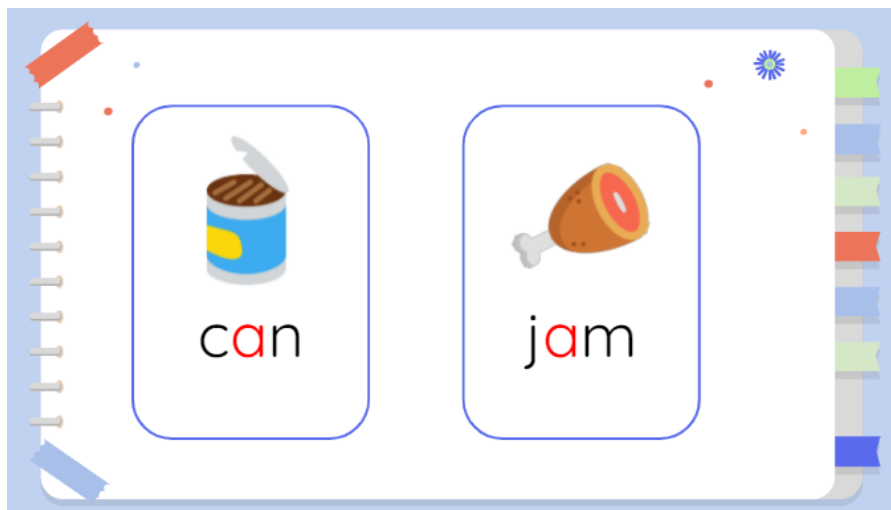
Appendix A: Lesson Plan 1: Short and Long *a* Sound Flashcards



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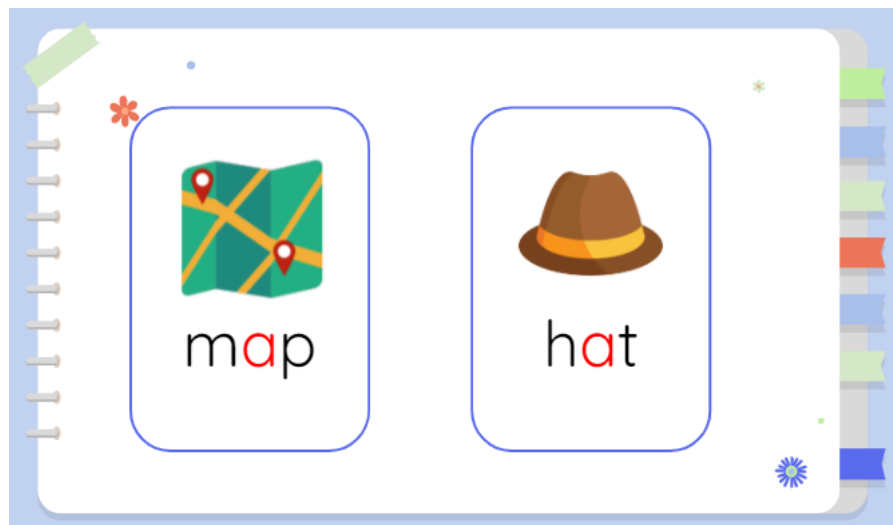
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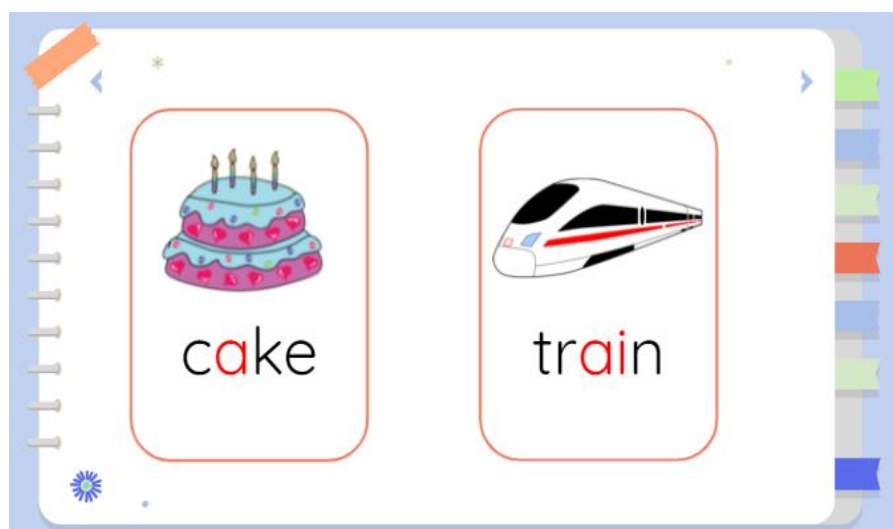
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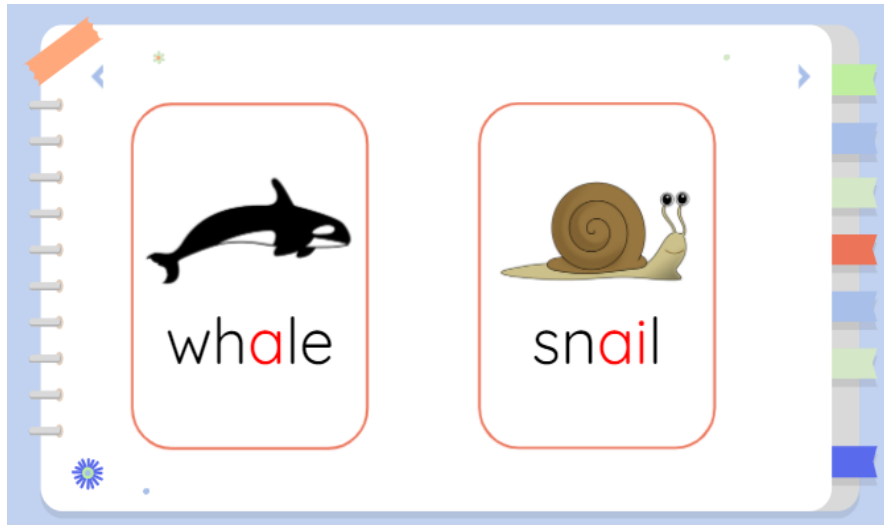
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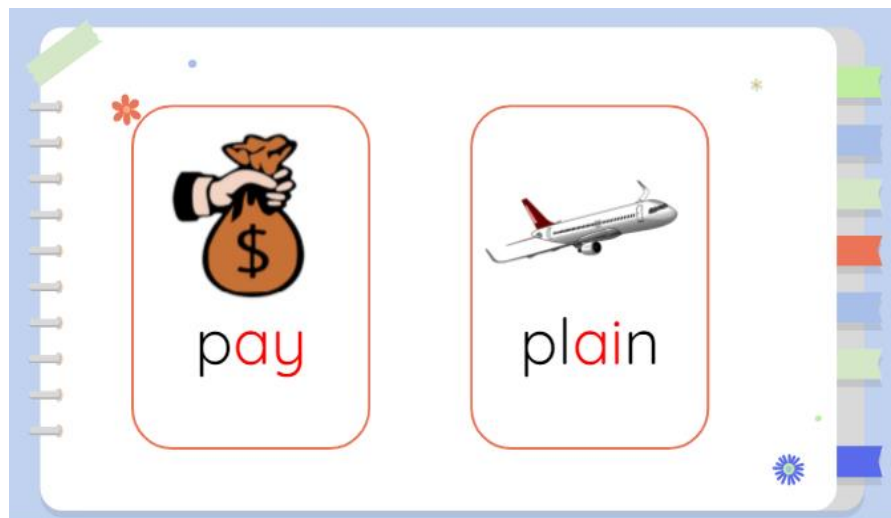
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Slide #13

Appendix B: Lesson Plan 1: Short and Long *a* Worksheet


Name: _____











**Long and Short
Vowels**



Long Vowel a	Short Vowel a



 mad	 cake	 jam	 bake
 fan	 dad	 made	 fade

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Appendix C: Lesson Plan 1: Writing Practice –Small-Group Work-


Team 1



sad

The baby is *sad*.

Team 2



cake

The *cake* is delicious.

Appendix D: Lesson plan 6: Rhyming Words-Flashcards



Slide #2



Slide #3



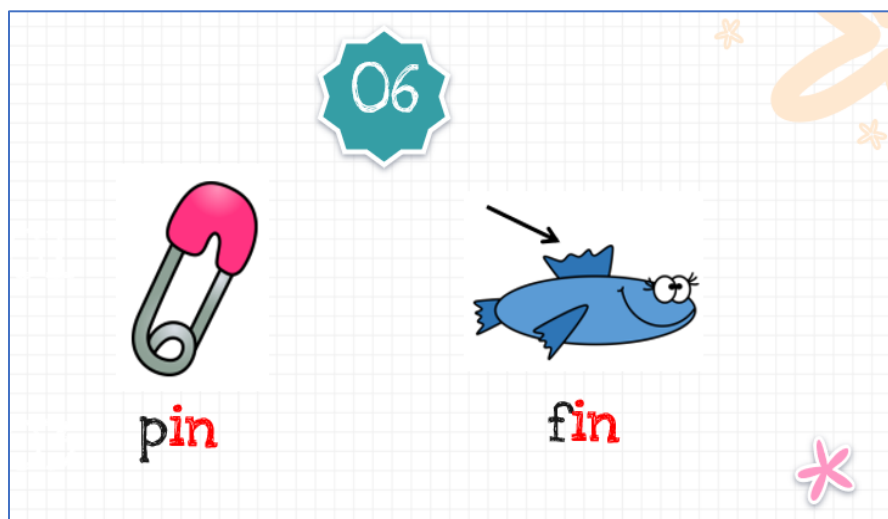
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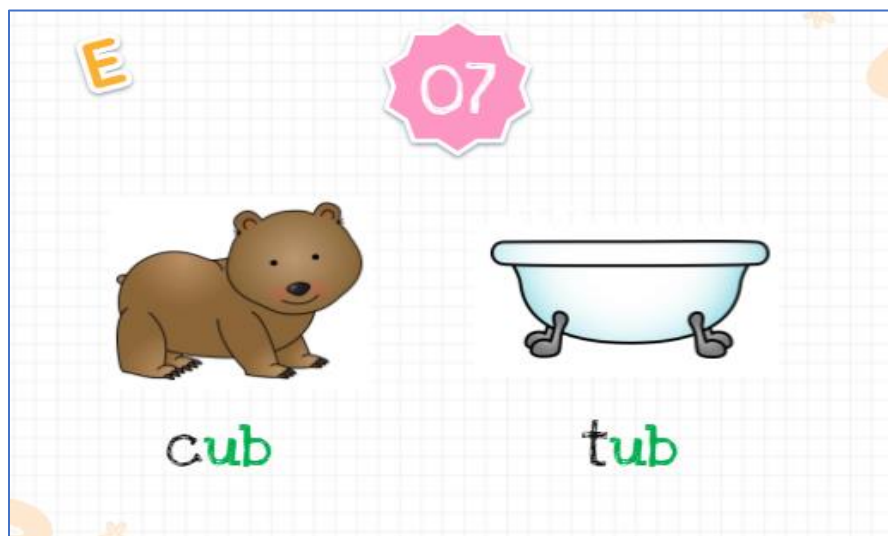
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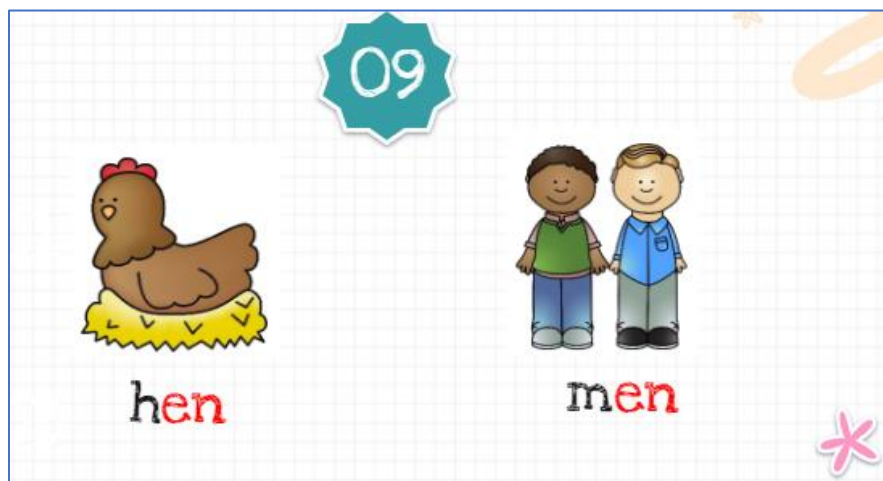
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Slide #11

Appendix E: Lesson plan 6: Listening Task-Worksheet

LISTENING

Listen and circle. What is the boy talking about?

His family

The school

His friends

Listen again. Write the names in the picture.

Jenny Jon James Jim Jane Jack



Listen again for the information about objects. Trace a line to match.

Jack puts on his...

jeep



James drinks...

juice



Jane eats...

jelly



Jim drives a ...

jeans



Jenny flies a ...

jar



Jon jumps into a ...

jet



Listen, read, and repeat. Then, rewrite the word.

jeans

_____.

juice

_____.

jelly

_____.

jeep

_____.

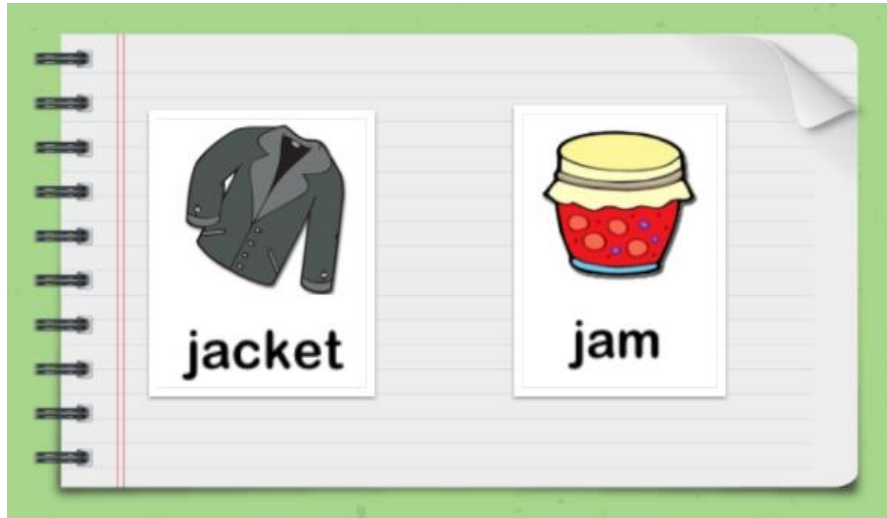
jet

_____.

jar

_____.

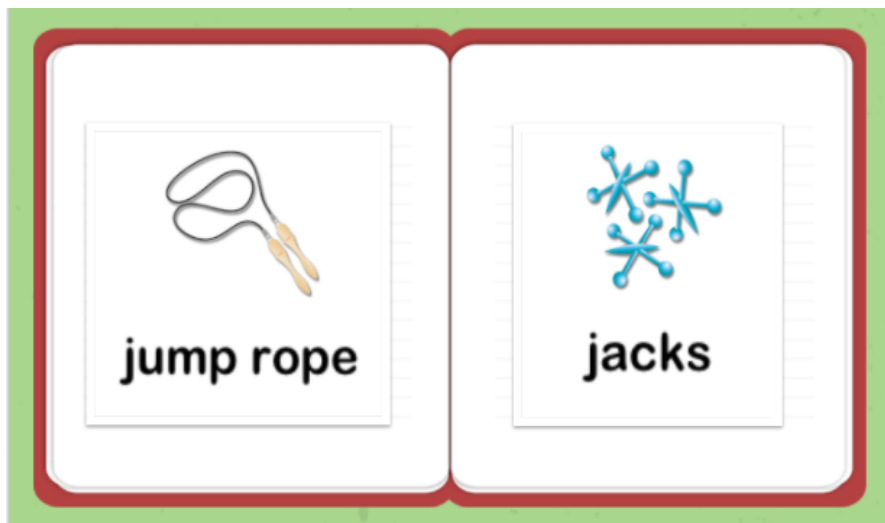
Appendix F: Lesson plan 6: J Sound-Flashcards



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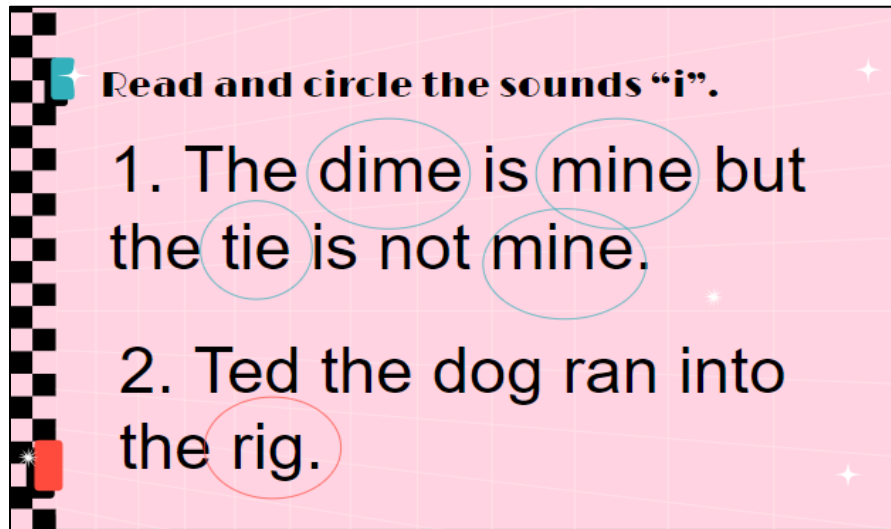


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Slide #6

Appendix G: Lesson plan 2: Read and Circle -Exercise



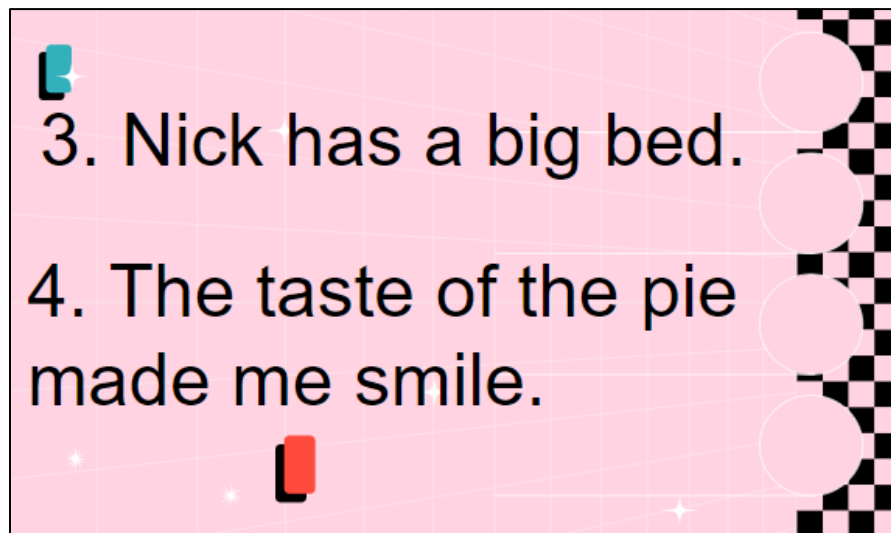
Slide #2 features a pink background with a light grid. On the left, there is a vertical black and white checkerboard border. A blue square icon is positioned at the top left of the text area, and a red square icon is at the bottom left. The text "Read and circle the sounds 'i'." is written in a bold, black, sans-serif font. Below this, two sentences are listed: "1. The dime is mine but the tie is not mine." and "2. Ted the dog ran into the rig." In the first sentence, the words "dime", "mine", "tie", and "mine" are each circled with a light blue line. In the second sentence, the word "rig" is circled with a light red line. Small white starburst graphics are scattered in the top right and bottom right corners of the slide.

Read and circle the sounds "i".

1. The dime is mine but the tie is not mine.

2. Ted the dog ran into the rig.

Slide #2



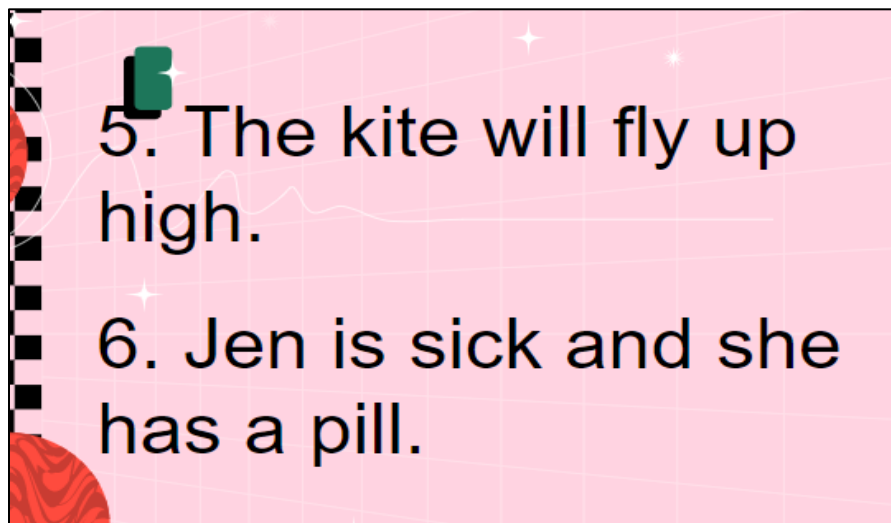
Slide #3 features a pink background with a light grid. On the right, there is a vertical black and white checkerboard border. A blue square icon is positioned at the top left of the text area, and a red square icon is at the bottom center. The text "Read and circle the sounds 'i'." is written in a bold, black, sans-serif font. Below this, two sentences are listed: "3. Nick has a big bed." and "4. The taste of the pie made me smile." In the first sentence, the word "big" is circled with a light blue line. In the second sentence, the word "pie" is circled with a light red line. Small white starburst graphics are scattered in the top right and bottom right corners of the slide.

Read and circle the sounds "i".

3. Nick has a big bed.

4. The taste of the pie made me smile.

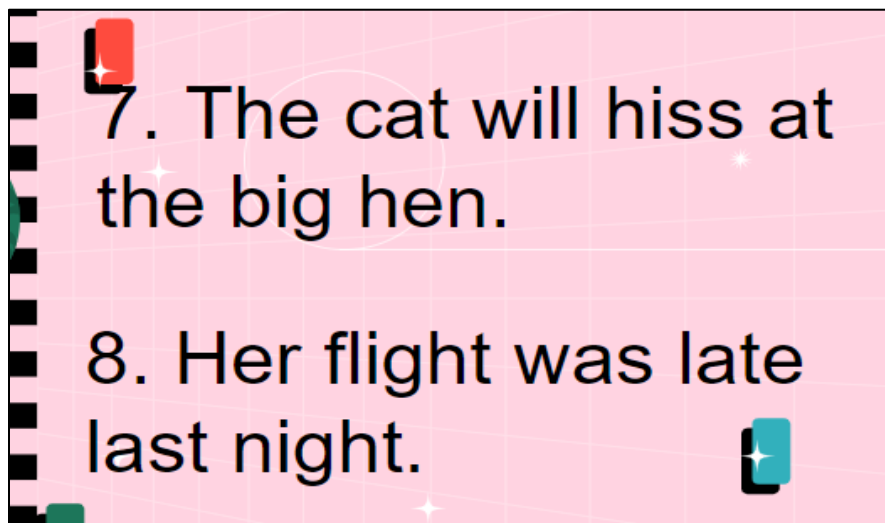
Slide #3



5. The kite will fly up high.

6. Jen is sick and she has a pill.

Slide #4



7. The cat will hiss at the big hen.

8. Her flight was late last night.

Slide #5

9. Meg will not eat a red
meat.



10. Rick will rip the big
red lid.



Slide #6

Appendix H: Lesson plan 2: Reading

Name: _____

.Read the passage and circle the short i in red and the long i in blue.

Jen and Mike rode their bike to the park. The two kids wanted to fly their new, pink kite. When they go there, they saw the weather wasn't so nice. Instead, Jen and Mike played hide and seek. Mike ran to the other side of the park to hide while Jen closed her eyes. She counted to ten and then opened them wide. She spotted Mike right under the pine tree next to the green bin!

Read the sentences and then circle True or False.

Jen and Mike went for a bike ride to the park. True - False

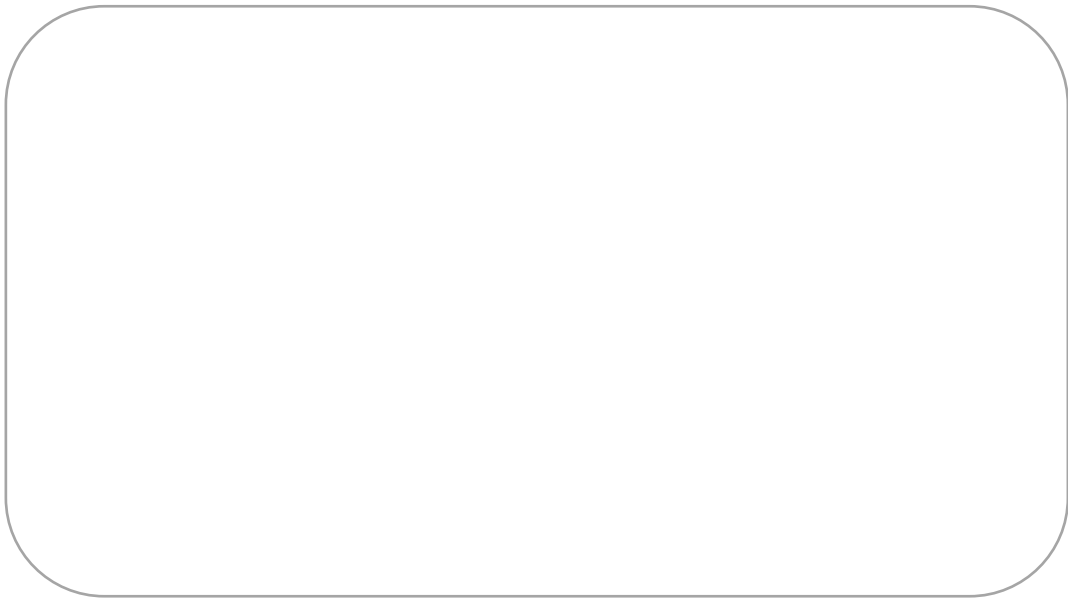
They flew their new, pink kite. True - False

The weather was so nice. True - False

Jen and Mike played hide and seek. True - False

Mike was hided under the pine tree next to the bin. True - False

.Draw a picture about the passage done.



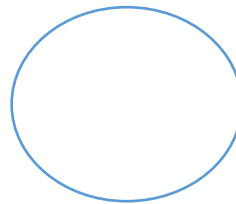
Appendix I: Lesson plan 2: Unscramble and Complete

Name: _____

Unscramble the words and draw the corresponding picture.

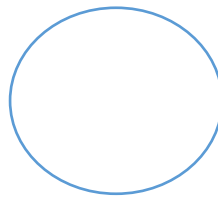
Example: s - k - d - s - i

k i d s



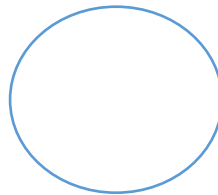
e - k - t - i

— — — —



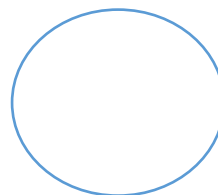
n - i - b

— — —



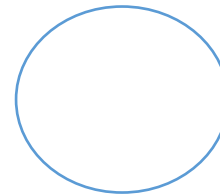
d - h - i - e

— — — —



e - p - n - i / e - t - r - e

— — — — — — — —



Complete the sentences with the corresponding word.
Use the word bank.

kite - kids - bin - tree pine -

Those _ _ _ _ are my friends, Jen and Mike.

The weather is nice to fly my yellow _ _ _ _.

She puts some trash into the green _ _ _.

My pets _ _ _ _ behind the brown sofa.

There is a tall _ _ _ _ - _ _ _ _ next to the old house.

Appendix J: Lesson plan 3: Short *u* – Worksheet

Name: _____

COMPREHENSION

Based on the video, circle the correct picture.

1. Who are the characters in the story?



Where does the story take place?



Label the pictures.

tub rug umbrella



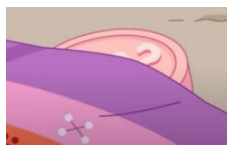




Complete the words with the correct sound.



c _ _ b



_ _ n d e r



b _ _ c k e t



h _ _ g

Appendix K: Lesson plan 3: Long u – Worksheet

Name: _____

COMPREHENSION

Based on the video-chant, complete the activity.

1. Trace a line. Match the words with the pictures.

a. Tune



b. Mute



c. Ice cube



2. Circle the correct picture.

a. What is an example of candy **tube**?



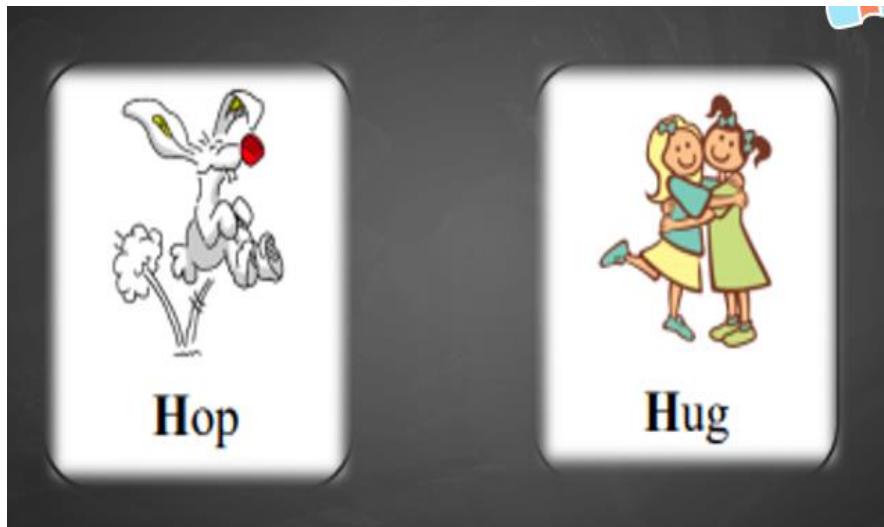
b. What is an example of **cute**?



3. Color the “long u” sound yellow.

pig	tune	tree	bucket	candy
give	under	tube	hugs	cute
mute	soap	panda	ice cube	rug

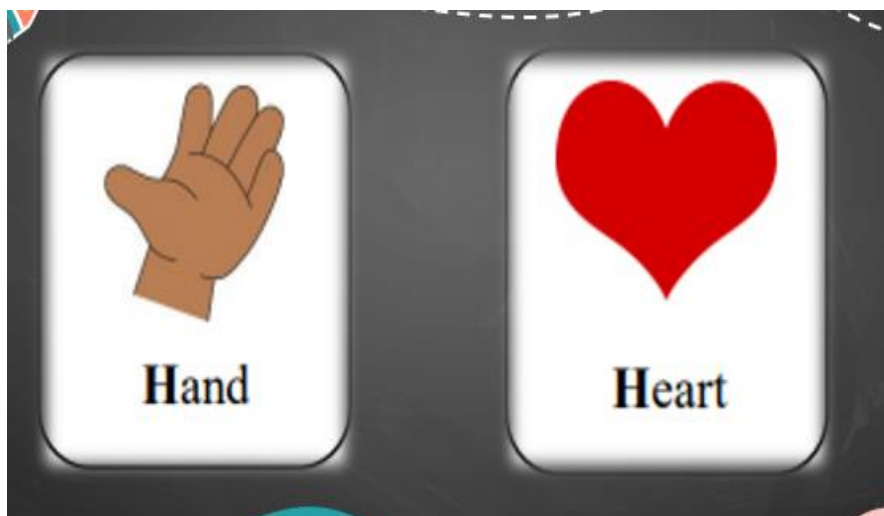
Appendix L: Lesson plan 4: H Sound -Flashcards



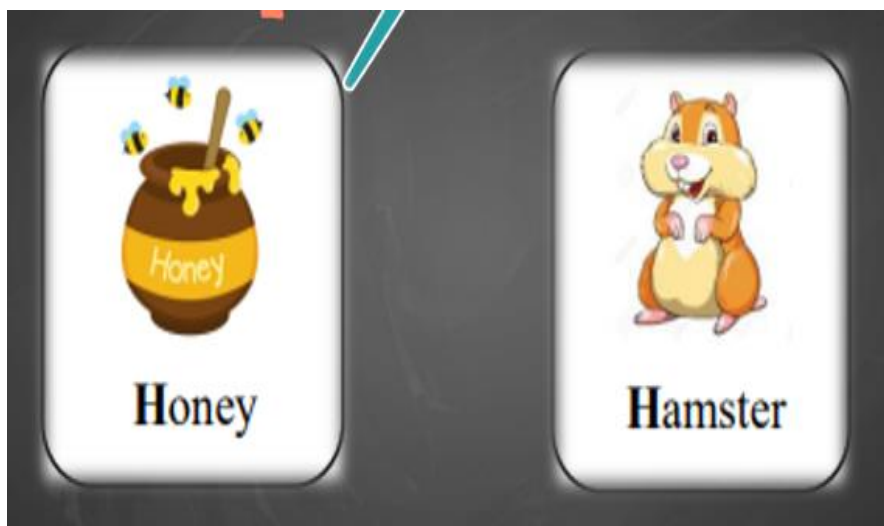
Slide #2



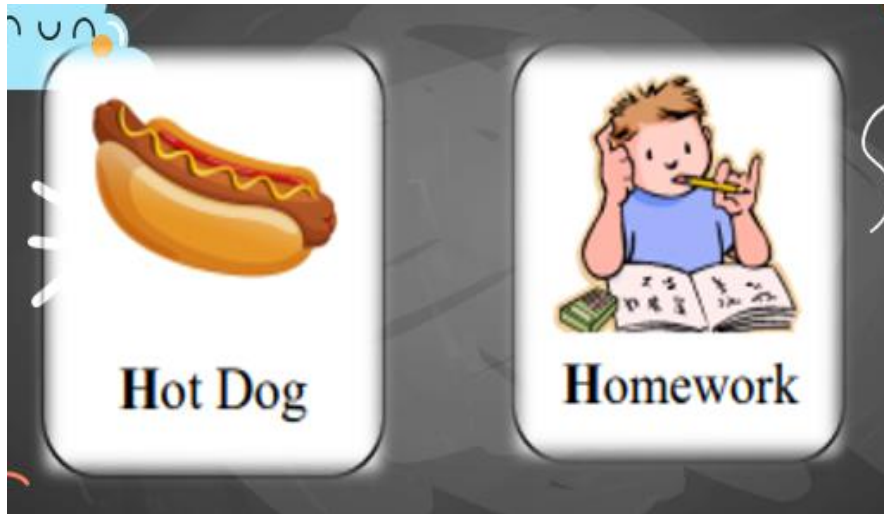
Slide #3



Slide #4



Slide #5



Slide #6

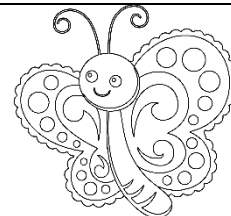
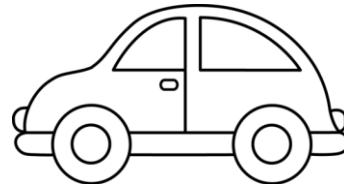
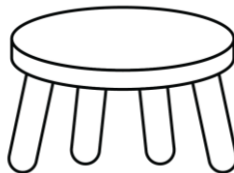
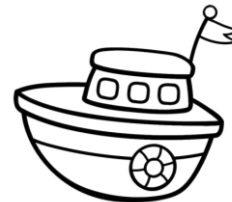
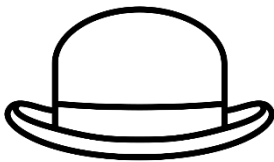
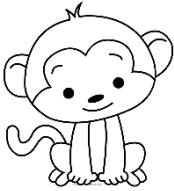


Slide #7




Appendix M: Lesson plan 4: Worksheet

Name: _____

Circle the picture that corresponds to the "H" sound.





Appendix N: Lesson plan 4: Tongue Twister



Helen has a hen.
Harry has a hamster.
Homer has a horse.
Hen, hamster, horse.
Horse, hamster, hen.

Slide #1



Hairy Harry
hid his heavy hammer under a
hill of honey coloured hay.

Slide #2

Appendix P: Lesson plan 5: Reading sentences “TH” sound

Name: _____

Roll a dice  and read the sentence.



My mother got toothpaste all over the bathtub.



I need to write three thank you cards for the wreath.



My brother got his presents for his thirteenth birthday.



The thunderstorm makes her think about the hard weather.



I lost my tooth last night.



I went to the bike path to ride my bike.

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